Leadership Development to 
Promote Equity in Engineering Relationships (PEERs)

ENGR 401
http://www.engr.washington.edu/peers/students/coursepage.html
Spring 2015, Thursday 1:30 – 3:20 pm
Mechanical Engineering Building 234

Course Instructors:
Dr. Joyce Yen joyceyen@u.washington.edu
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Teaching Assistant:
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Course description:
The course enlists engineering students’ energy, creativity, social conscience, and on-the-ground perspectives in advancing diversity and inclusion in engineering. Students will explore topics such as diversity in science and engineering, impact of unconscious bias, the role of allies, community engagement, and leadership in supporting all current and potential engineers. Students who successfully complete the course can apply for quarter-long internship opportunities as PEER Leaders.

Course objectives:
• Identify and understand individual and structural barriers to equality in engineering, especially as they pertain to women, minorities, and persons with disabilities.
• Identify ally behaviors that create a more supportive and inclusive engineering environment
• Create a community of engineering students across different disciplines
• Acquire skills on how to be a leader in a diverse environment

Structure of class:
Class time will be a mixture of lecture, discussion, small group activities, and guest speakers.

Readings:
Each week, you will have a number of readings that will serve as the basis of classroom discussion. Most readings can be downloaded from UW Libraries Electronic Reserves. Otherwise, links are available via the course syllabus on the website. The quality of this seminar depends on students attending class, participating in discussion, and doing the readings. For this reason, all students must complete the assigned readings before coming to class.

PEERs Reading Catalyst Site: https://catalyst.uw.edu/workspace/peers/49372/361915
Cultural Artifacts and Role Models:
To connect course content with student experiences, students are welcome to bring in current real-world representations of diversity in STEM (e.g., articles, advertisements, videos) and/or examples of successful engineering role models and share them with the class. One or two examples will be shared per week.

Evaluations:
The course is pass/fail. To pass the course, you must keep up with weekly readings, as well as any other assignments, and strive to be an active participant in class discussions. In addition, you will be responsible for posting a weekly response to the readings on Catalyst. Weekly postings will be due on Wednesdays before class at noon. If you are unable to attend class a particular week or turn in a reading, please let one of the instructors know to arrange for a make-up assignment.

Accommodations:
We welcome the opportunity to work with any students with disabilities in this class to ensure equal access to the course. If you have a letter from Disability Resources for Students (DRS) outlining your academic accommodations, please present the letter to either Dr. Cheryan or Dr. Yen so we can discuss the accommodations you might need for this class. To request academic accommodations due to a disability if you do not have a letter from DRS, please contact DRS, 448 Schmitz, 206-543-8924 (voice) or 206-543-8925 (TTY).

Final Project:
Details about the final project will be presented in class.

Discussion Ground Rules:
- Listen actively -- respect others when they are talking
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you")
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice
- Help self and peers to become more self-reflective
- Confidentiality – respect the confidentiality of personal disclosure

Additional ground rule suggestions, other comments and concerns about the course can be made via Catalyst: [https://catalysttools.washington.edu/webq/survey/peers/83368](https://catalysttools.washington.edu/webq/survey/peers/83368)

Class Photos:
From time to time PEERs will be taking class photos for use on our program website, in our program presentations, and in other PEERs materials. Please sign the photo release form to indicate whether we may use photos of you in our materials.
Schedule of Topics & Readings

WEEK 1 (April 2) – Introduction to PEERs and Why Diversity is Important

WEEK 2 (April 9) – State of Engineering and Why Diversity is Important, Part 2

Readings due:

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/264284](https://catalyst.uw.edu/webq/survey/peers/264284)

WEEK 3 (April 16) – Introduction to Expert Jigsaw I: Bias, Stereotypes, and Socialization

Readings due:

Assignment Due:
- Catalyst Reading Summary: [https://catalyst.uw.edu/webq/survey/peers/264284](https://catalyst.uw.edu/webq/survey/peers/264284)

WEEK 4 (April 23) – Jigsaw Planning I with Expert Groups

Readings due:
- Readings are specific to the Assigned Jigsaw I Topic (See Syllabus, Page 7)
Assignment Due:

- Catalyst reading response specific to Jigsaw readings: https://catalyst.uw.edu/webq/survey/peers/264286

WEEK 5 (April 30) -- Expert Jigsaw I Teaching Session

Readings due:

- Reading specified by groups (Review Week 4 readings as needed)

Assignment Due:

- Prepare for teaching Expert Jigsaw topic
  Evaluate Expert group members: https://catalyst.uw.edu/webq/survey/peers/83684

WEEK 6 (May 7) – Student Panel

Readings due:


Assignment Due:

- Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/264284

WEEK 7 (May 14) – Introduction to Expert Jigsaw II: Stuck in the Shallow End

Readings due:

• “Privileged: Social Justice Mondays.” Abused Deaf Women’s Advocacy Services. https://www.youtube.com/watch?v=xDF_6TV3X9g

Assignment Due:
• Catalyst Reading Summary: https://catalyst.uw.edu/webq/survey/peers/264284

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**WEEK 8 (May 21) – Jigsaw Planning II with Expert Groups**

Readings due:
• Readings are specific to the Assigned Jigsaw II Topic (See Syllabus, Page 8)

Assignment Due:
• Catalyst reading response specific to Jigsaw readings: https://catalyst.uw.edu/webq/survey/peers/264286

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**WEEK 9 (May 28) – Expert Jigsaw II Teaching Session**

Readings due:
• Reading specified by groups (Review Week 8 readings as needed)

Assignment Due:
• Prepare for teaching Expert Jigsaw topic
  Evaluate Expert group members: https://catalyst.uw.edu/webq/survey/peers/83684

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**WEEK 10 (June 4) – How to Deal with Resistance, How to be an Ally and Class Evaluation Forms**

Readings due:
• Friedman, Anne. "How Do You Change A Bro-Dominated Culture?" New York Magazine (2013) [Link]

• Jackson, Katz. "Violence Against Women-It’s a Men’s Issue: Jackson Katz, Ph.D. at TEDxFiDiWomen" [Link]

• Bahadur, Nina. "Video Blogger Franchesca Ramsey Perfectly Explains How To Be An Ally." The Huffington Post. [Video] [Link]


Assignment Due:
• Catalyst Reading Summary: [Link]
• Evaluate Home group members: [Link]

FINAL PRESENTATIONS: Friday, June 12 from 2:30 – 4:20 p.m. in Husky Union Building (HUB) #214
Expert Jigsaw I Topics (Week 4)

Implicit Bias/Individual Bias

Reading:
- Assignment: Implicit Association Test (Gender-Science Demo) https://implicit.harvard.edu/implicit/demo/

Stereotypes and Belonging

Readings:

Biology and Socialization (Nature vs. Nurture)

Readings:
Expert Jigsaw II Topics (Week 8)

Structural Bias

Readings:


Talent, Hard Work, & Grit

Readings:


- Activity: 8 item Grit scale: [http://www.sas.upenn.edu/~duckwort/images/8-item Grit 081011.pdf](http://www.sas.upenn.edu/~duckwort/images/8-item Grit 081011.pdf)

Privilege

Readings:


- Activity: Distance from Privilege worksheet: [http://tinyurl.com/oc5d3m7](http://tinyurl.com/oc5d3m7)